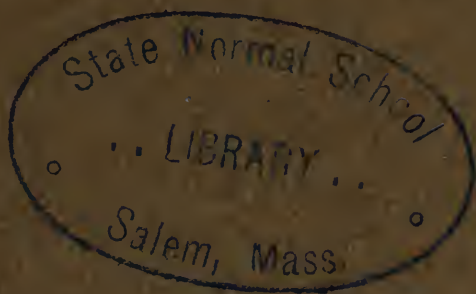


STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-FIRST YEAR

1914-1915

STATE NORMAL SCHOOL SALEM MASSACHUSETTS



SIXTY-FIRST YEAR

1914 - 1915

APPROVED BY
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GENORIE PALMER SOLOMON	Assistant, manual arts and geography
ALEXANDER HUGH SPROUL, B.S., M.S.	Bookkeeping, commercial law, econom- ics, history of commerce, pedagogy
ETHEL AUGUSTA ROLLINSON	Shorthand, bookkeeping, commercial arithmetic
LAURA TURNER COOPER, B.A., M.A.	History and social science
CARRIE BERYL JOHNSON	Assistant, arithmetic and reading
LYMAN RICHARDS ALLEN, S.B.	Psychology
WALTER GEORGE WHITMAN, A.B., A.M.	Practical science
— — —	Assistant, English and history

The Training School

LYMAN RICHARDS ALLEN, S.B.	Director
CLARENCE STODDARD GOLDSMITH	Assistant to the director
Practical arts	
AMALIE KNOBEL	Grade 8
BERTHA MAYO AREY	Grades 7 and 6
MAY LILLIAN PERHAM	Grades 5 and 4
MARY ELIZABETH JAMES	Grades 3 and 2
GERTRUDE ISABEL BIGELOW	Grade 1 and kindergarten
KATHRYN MARIE DONOVAN	Kindergartner and assistant in primary grades
EDITH MARION CHILDS	Household arts; assistant in intermediate grades

The Farms School, Marblehead

EDITHA MAY GRANT	Ungraded
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CALENDAR FOR 1915 = 1916

Spring Recess

From close of school on Friday, February 26, 1915, to Monday, March 8, 1915,
at 9.30 A.M.

From close of school on Friday, April 30, 1915, to Monday, May 10, 1915,
at 9.30 A.M.

Graduation Week, 1915

Saturday afternoon and evening, June 19, the class play

Tuesday morning, June 22, at 10.30 o'clock, graduation

Tuesday evening, June 22, reception of the graduating class

Wednesday evening, June 23, the class banquet

Beginning of School Year

Thursday, September 9, 1915, at 9.30 A.M.

Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following
Tuesday, at 9.30 A.M.

Christmas Recess

From 3 P.M. on Thursday, December 23, 1915, to Monday, January 3, 1916,
at 9.30 A.M.

Beginning of Second Half Year

Monday, January 31, 1916

Spring Recess

From close of school on Friday, February 25, 1916, to Monday, March 6, 1916,
at 9.30 A.M.

From close of school on Friday, April 28, 1916, to Monday, May 8, 1916, at
9.30 A.M.

Graduation

Tuesday, June 20, 1916, at 10.30 A.M.

Entrance Examinations**1915**

Thursday and Friday, June 24 and 25

Tuesday and Wednesday, September 7 and 8

1916

Thursday and Friday, June 22 and 23

Tuesday and Wednesday, September 5 and 6

(For hours and order, see pages 15 and 16)

NOTE. — The daily sessions of the school are from 9.30 to 12.35 and from 1.35 to 3 o'clock. The regular weekly holiday of both the normal and the training school is on Saturday. The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time permits and the claims of professional training demand. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of physiology and of psychology from a professional standpoint; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

APPLICATION FOR ADMISSION

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June. As far as possible, examinations should be taken in June.

REQUIREMENTS FOR ADMISSION

The admission requirements as given below will be in effect after January 1, 1916. For 1915 the admission requirements will be the same as for 1914.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- | | |
|---|-------------------------|
| (2) Algebra | 1 unit |
| (3) Geometry | 1 unit |
| (4) History | 1, 2 or 3 units |
| (5) Latin | 2, 3 or 4 units |
| (6) French | 2 or 3 units |
| (7) German | 2 or 3 units |
| (8) Physics | 1 unit |
| (9) Chemistry | 1 unit |
| (10) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit |
| (11) Physical geography | $\frac{1}{2}$ or 1 unit |
| (12) Physiology and hygiene | $\frac{1}{2}$ or 1 unit |
| (13) General science | $\frac{1}{2}$ or 1 unit |
| (14) Drawing | $\frac{1}{2}$ or 1 unit |
| (15) Household arts | 1 or 2 units |
| (16) Manual training | 1 unit |
| (17) Stenography, including typewriting | 1 or 2 units |
| (18) Bookkeeping | 1 unit |
| (19) Commercial geography | $\frac{1}{2}$ or 1 unit |
| (20) Arithmetic | $\frac{1}{2}$ or 1 unit |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for

admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a

special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS

THURSDAY, JUNE 24, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.30– 8.45	Registration	1.30–2.30	Geometry
8.45–10.30	English literature and composition	2.30–4.00	Latin, arithmetic
10.30–11.30	History	4.00–5.00	General science
11.30–12.30	Algebra		

FRIDAY, JUNE 25, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, Current events	3.30-4.30	Biology, botany, zoölogy
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

TUESDAY, SEPTEMBER 7, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.30- 8.45	Registration	1.30-2.30	Geometry
8.45-10.30	English literature and composition	2.30-4.00	Latin, arithmetic
10.30-11.30	History	4.00-5.00	General science
11.30-12.30	Algebra		

WEDNESDAY, SEPTEMBER 8, 1915

<i>Morning</i>		<i>Afternoon</i>	
8.15- 8.30	Registration	1.30-2.30	Chemistry, physics
8.30- 9.30	Drawing, stenography	2.30-3.30	Physiology, bookkeeping
9.30-11.00	French, German, current events	3.30-4.30	Biology, botany, zoölogy
11.00-12.00	Physical geography, commercial geography	4.30-5.30	Household arts or manual training

REQUIREMENTS FOR ADMISSION TO THE COMMERCIAL DEPARTMENT

The requirements for admission to the prescribed course of four years are the same as for students who apply for admission to the elementary department.

Graduates of colleges, and graduates of normal schools who have had at least two years of satisfactory experience in teaching, may be admitted to special elective courses of one year.

Graduates of normal schools who have had no experience in teaching, graduates of private commercial schools who present either diplomas from approved high schools or the equivalent, and who have had at least one year's experience in teaching

or in business, and other persons presenting evidence of proper fitness and at least two years of satisfactory experience in teaching or in business, may be admitted to special elective courses of two years.

Graduates from the full course will receive diplomas. Appropriate certificates will be awarded to special students who complete approved courses of study. Students who present full equivalents of prescribed courses may be admitted to advanced standing.

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE OBSERVATION AND TRAINING DEPARTMENT

The Commercial Department. — The necessary opportunity for observation and practice teaching for students in this department is afforded in the Gloucester High School, the Lynn English High School, the Newton Technical High School, the Washington Grammar School, Beverly, and the Salem Commercial School.

Business practice is obtained in the offices of several important firms and banks in Boston and Salem.

The Elementary and the Intermediate Departments. — In co-operation with the school committee of the city of Salem, the normal school maintains a training school, beginning with a kindergarten and fitting pupils for the high school. The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library and rooms for woodworking, printing, bookbinding and household arts.

In planning the instruction in this school the aim is to connect it as closely as possible with the work in the normal

school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. A large part of the instruction in the training school is either supervised or actually given by normal school teachers, and the work in the normal school in particular subjects, as well as in the theory of education, is based largely on directed observation in the training department.

The work of the supervising teachers in the training department includes responsibility for the progress and discipline of pupils and the continuity and efficiency of the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.

Opportunity is provided for students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relations to the rest of the elementary school system. All students who wish it have the opportunity to teach in our model ungraded school in Marblehead. Arrangements have been made, also, for the seniors to gain a considerable amount of experience in teaching in the schools of Beverly, Newton and Salem.

CURRICULA FOR ELEMENTARY, INTERMEDIATE, AND COMMERCIAL DEPARTMENTS

A. Elementary Department

Designed primarily for students preparing to teach in first six grades of elementary schools

A period is forty minutes in length

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 1 . . .	36	2	—	2 to 3 hours
English Language 8 . . .	36	1	—	1 hour
English Language 9 . . .	36	2	—	1½ hours
Literature 1	36	2	—	2½ hours
Arithmetic 1	36	3	—	2 to 3 hours
Geography 1	36	4	Occasional field trips	4 hours
History and Social Science 1 .	36	2		—
Music 1	36	1	—	1 hour
Music 4	36	1	—	None
Education 1	36	3	—	3 hours
Library Study	15	1	1	1 hour
Practical Arts 1	36	3	—	1 hour
Fine Arts 1				
Physical Education 1 . . .	36	3	—	None
<i>Second Year</i>				
English Language 2 . . .	26	2	—	2 hours
Literature 2	26	2	—	2 to 3 hours
History and Social Science 2 .	26	2	—	2 hours
Physical Education 4 . . .	26	2	—	2 hours
Music 2	26	1	—	1 hour
Music 4	26	1	—	None
Education 2	26	1	—	2 hours
English Language 10 . . .	26	2	—	1 hour
Nature Study	26	4	—	4 to 5 hours
Practical Science 1	26	2	—	2 hours
Practical Arts 2	26	2	—	2 hours
Fine Arts 2				
Physical Education 2	26	3	—	None
Education 6	10	Entire time	—	—

B. Intermediate Department

Designed for students preparing to teach in grades 7, 8 and 9

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
Identical with first year of A				
<i>Second Year</i>				
English Language 3	26	2	—	2 to 3 hours
Literature 2	26	2	—	2 to 3 hours
Arithmetic 2	26	3	—	3 to 4 hours
Geography 2	26	3	Occasional field trips	3 hours
History and Social Science 3 .	26	2		—
Music 3	26	1	—	1 hour
Music 4	26	1	—	None
Practical Science 1	26	2	—	2 hours
English Language 11	26	2	—	1 hour
Practical Arts 3	26	2	—	2 hours
Fine Arts 3				
Physical Education 3	26	3	—	None
Education 7	10	Entire time	—	—
<i>Third Year</i>				
English Language 4	26	2	3	None
Literature 3	26	2	—	2 to 3 hours
Geography 3	26	4	—	6 hours
Practical Science 4	26	4	—	4 hours
History and Social Science 4 .	26	4	—	4 hours
Practical Arts 4	26	4	—	2 hours
Fine Arts 4				
Education 3	26	4	—	4 hours
Physical Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 7	10	Entire time	—	—

C. Commercial Department

Designed for students preparing to teach in high schools of commerce or commercial departments in high schools

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>First Year</i>				
English Language 5	36	2	—	2 hours
Shorthand 1	36	4	—	5 hours
Typewriting 1	36	5	—	None
History and Social Science 5 .	36	2	—	2 hours
Geography 4	36	2	—	2 hours
Practical Science 5	36	2	—	2 hours
Bookkeeping 1	36	2	—	3 hours
Bookkeeping 1a	36	1	—	1½ hours
English Language 12	36	1	—	1 hour
Physical Education 6	36	1	—	1½ hours
Music 4	36	1	—	None
<i>Second Year</i>				
English Language 6	36	2	Frequent conference	2 to 3 hours
English Language 7	36	1	—	1½ hours
Shorthand 2	36	3	—	4 hours
Typewriting 2	36	3	—	½ hour
History and Social Science 6 .	36	3	—	3 hours
Arithmetic 3	36	2	—	3 hours
Geography 5	36	2	—	3 hours
Bookkeeping 2	36	3	—	4½ hours
Education 4	36	3	—	3 to 4 hours
English Language 13	36	1	—	1 hour
Music 4	36	1	—	None
<i>Third Year</i>				
Business practice under the general supervision of the school				

Commercial Department — Concluded.

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
<i>Fourth Year</i>				
Literature 5	26	2	—	2 to 3 hours
Literature 6	26	2	—	2 hours
Shorthand 3	26	3	—	4 hours
Typewriting 3	26	3	—	2 hours
History and Social Science 9 .	26	2	—	2½ hours
History and Social Science 7 .	13	3	—	4 hours
History and Social Science 8 .	13	3	— ¹	4 hours
Geography 6	26	2	—	2 hours
English Language 14	26	1	—	1 hour
Bookkeeping 3	26	3	—	4½ hours
Education 5	26	2	—	2 hours
Music 4	26	1	—	None
Education 8	10	Entire time	—	—

¹ An afternoon every third week for studying a local industry first hand

Elective for One-year Special Course

NAME AND NUMBER OF COURSE	Number of Weeks	PERIODS WEEKLY OF —		
		Recitation	Laboratory or Teaching	Outside Preparation
Shorthand 4	26 to 36	5	—	8 hours
Shorthand 5	26 to 36	1	—	1½ hours
Typewriting 4	26 to 36	5	—	2 to 3 hours ¹
Bookkeeping 4	26 to 36	2	—	2 hours
Bookkeeping 4a	26 to 36	2	—	2 hours

¹ Second half year

Courses for elementary school teachers are marked A; for intermediate school teachers, B; for commercial teachers, C.

ENGLISH LANGUAGE

English Language 1. (A, B.) Language lessons and composition in the first six grades. Discussion, reading, written work, criticism, conference. Miss LEAROYD and Miss —.

First year. Two recitations and two to three hours of preparation weekly.

Individual training in clear and effective speech and writing; principles of language studied chiefly as a foundation for teaching; aims and methods in teaching English; type lessons.

English Language 2. (A.) Teaching of English in the first six grades. Discussion, reading, written work, conference. Miss LEAROYD.
Second year. Two recitations and two hours of preparation weekly.

Definite lesson plans for each grade, illustrating different lines of work; practice in adapting stories and other material for use in schools; study of good language books and books on the teaching of English.

English Language 3. (B.) Composition. Discussion, reading, themes, criticism, conference. Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly.

Aim: to give systematic and advanced instruction in English and training in oral and written composition. Narration, description, exposition.

English Language 4. (B.) Teaching of English in grades 7, 8 and 9. Miss LEAROYD.

Third year. Two recitations and two to three laboratory periods weekly.

Discussion of subject-matter and methods of training in use at present; selection and organization of material to accomplish definite aims; a systematic and typical course of lessons worked out for one of the upper grades.

English Language 5. (C.) Rhetoric and composition. Themes, criticism, dictation, correction of papers, conference. Miss LEAROYD.

First year. Two recitations and two hours of preparation weekly.

Study of the paragraph, the sentence (including grammar); words; the study of models; oral and written composition; spelling and definition; punctuation and capitalization. Aims: clear thinking and effective speech and writing.

English Language 6. (C.) Exposition, description, narration.
Miss LEAROYD.

Second year. Two recitations and two to three hours of preparation weekly, and frequent conferences.

Collecting and organizing material and presenting it in oral or written form. Reading specimens of prose composition, short stories, magazines. Many short

and frequent long themes; training in securing and holding the attention of the class by reading aloud, giving abstracts of stories and of other reading, criticism, etc. Correct use and practice in dictation. Aims: clear, full and interesting presentation.

English Language 7. (C.) Business English and correspondence. Miss MORSE.

Second year. One recitation and one and one-half hours of preparation weekly.

Aim: to give the student a thorough training in business letter-writing, as well as to acquaint him with the important details of office work. The work of the second half year is constructively critical in nature, and terminates with the strictly professional work of the course.

English Language 8. (A, B.) Methods course in reading for teachers in the first six grades. Miss ROGERS.

First year. One recitation and one hour of preparation or conference or observation lesson weekly.

The "learning to read" stage, phonetics and the use of the dictionary are emphasized.

English Language 9. (A, B.) Oral reading. Miss JOHNSON.

First year. Two recitations and one and one-half hours of preparation weekly.

Aims: training in oral reading and in methods of teaching reading in grades 4, 5 and 6.

English Language 10. (A.) Practice and methods course in penmanship for teachers of the first six grades. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aim: to train students to write well on paper and on the blackboard, in order that they may possess the skill required to teach penmanship in the first six grades. Demonstration lessons before classes are required which give the student confidence and ability to teach. Class discussion of the best methods for securing maximum of results in the minimum of time.

English Language 11. (B.) Practice and methods course in penmanship for teachers in grades 7 and 8. Mr. DONER.

Second year. Two recitations and one hour of preparation weekly.

Aims and methods as in Penmanship 1.

English Language 12. (C.) Beginner's course in penmanship. Mr. DONER.

First year. One recitation and one hour of preparation weekly.

Aim: to develop letter-form and freedom of movement.

English Language 13. (C.) Advanced course in penmanship to perfect form and control of movement. Mr. DONER.

Second year. One recitation and one hour of preparation weekly.

Training to write well on paper and on the blackboard.

English Language 14. (C.) Methods course in penmanship for teachers in commercial departments of high schools and for supervisors of penmanship in the grades. Mr. DONER.

Fourth year. One recitation and one hour of preparation weekly.

Blackboard writing; pupils required to give demonstration lessons before class; class discussion of the best methods for securing results.

LITERATURE

Literature 1. (A, B.) Children's literature. Miss ROGERS.

First year. Two recitations and two and one-half hours of preparation weekly.

Aims: acquaintance with and appreciation of subject-matter; its use in the first six grades of the elementary school.

Literature 2. (A, B.) Appreciation of literature. Miss PEET.

Second year. Two recitations and two to three hours of preparation weekly.

The course covers the study of current magazines; a comparison of present-day and Victorian novels; a study of three great poets, including a contemporary one; a brief study of the modern drama. Each student chooses his own subject and writes during the year four long themes suggested by the main topics of the course.

Literature 3. (B.) Teaching of literature in the seventh and eighth grades. Miss PEET.

Third year. Two recitations, three conferences and two to three hours of preparation weekly.

This course, which takes up methods of classroom work, embraces studies in poetry, in popular stories and standard books, together with the means of arousing in children an appreciation for literature and of cultivating in them the habit of reading good books.

Literature 4. (C.) General literature. Miss GOLDSMITH.

Fourth year. Two recitations and two to three hours of preparation weekly. Occasional papers.

Aim: to arouse a keener appreciation and enjoyment of good literature. The various literary types are studied with their best representative authors,

and some attention is given to historical development. Works of authors of admitted superiority are used to establish a standard of comparison, and these are followed by a study of contemporary writers.

Literature 5. (C.) Commercial literature. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly.

A study is made of the best of the current literature that deals with commercial and industrial conditions and activities. It is believed that some of the literature of this field is worthy of developing an appreciation for literature in general; at the same time it acquaints the student with the problems, ideals and significance of the wide field of commerce, in order that he may become a more intelligent high school teacher of commercial subjects.

ARITHMETIC

Arithmetic 1. (A, B.) Methods of teaching primary arithmetic.

Miss PEET and Miss JOHNSON.

First year. Three recitations and two to three hours of preparation weekly.

This course takes up methods of teaching arithmetic to children in the first six grades of the elementary school. Such topics as the following are studied: aim of work; development of the idea of number; logical and psychological arrangement of subject-matter; outlining topics; preparation of lessons; means of securing skill in computing; studies in application.

Arithmetic 2. (B.) Methods of teaching arithmetic in the intermediate school. Miss PEET.

Second year. Three recitations and three to four hours of preparation weekly.

This course consists of studies in business and industrial applications of arithmetic, and prepares students to teach in the seventh and eighth grades.

Arithmetic 3. (C.) Commercial arithmetic, advanced course.

Miss ROLLINSON.

Second year. Two recitations and three hours of preparation weekly.

The course is designed to give a review of elementary principles in arithmetic, the application of these principles to commercial work, and methods of handling the subject in high schools.

LIBRARY STUDY

Library study. (A, B.) A course in the technical knowledge and use of libraries. Miss MARTIN.

One-half of first year. One recitation, one laboratory or conference period and one hour of preparation weekly.

Aims: to bring students into close touch with the school library, show its resources and train to their efficient use; to encourage observation and practice in the home public library; to develop and foster the right attitude towards books and libraries. Topics: decimal classification; arrangement on the library shelf; card catalogue; magazine index; book index and table of contents; reference books; investigation of a subject in a library; government publications; book selection and buying; the general principles of classification and cataloguing; relations between the public library and the public school.

GEOGRAPHY

Geography 1. (A, B.) Mr. CUSHING.

First year. Four recitations, with regular field and laboratory work, and four hours of preparation weekly.

First half year. General course, consisting of a study of soils, relief, weather, and climate in relation to people, in the vicinity of Salem and in distant lands. Aim: to develop a fund of geographic knowledge that will serve as a background for teaching earth sciences.

Second half year. Methods course to prepare teachers for the first six grades. A study is made of the content of home geography, the plan of a course of study, methods of developing the subject-matter of geography in the successive grades, and the use of textbooks, collateral reading and illustrative material.

Geography 2. (B.) Continental and commercial geography. Mr. CUSHING.

Second year. Three recitations and three hours of preparation weekly, with occasional field, commercial and industrial trips.

Aim: to prepare teachers for the intermediate school. A study is made of North America, South America, Eurasia and home and world commercial geography. A wide range of treatment is suggested and discussed with reference to the need and capacity of the pupil. Acquaintance is made with all of the modern textbooks, readers and manuals, and with other supplementary material.

Geography 3. (B.) Advanced methods course in geography. Mr. CUSHING.

Third year. Four conferences, six hours of preparation and occasional teaching lessons in the training school. Prerequisites, Geography 1 and Geography 2.

Aim: to fit students to become teachers of geography in the intermediate school. Problems of school geography are intensively considered. A study is made of life in type climatic and relief regions of the world, of selected problems in political and economic geography, of the geography of cities and of Massachusetts. Each student is required to teach a unit of the subject in at least four grades.

Geography 4. (C.) Physiography. Mr. CUSHING.

First year. Two recitations and two hours of preparation weekly; occasional field trips in fall and spring.

Aim: to construct a broad basis for understanding commercial geography. A study is made of the origin and the significance of the earth's features, the agencies effecting changes in them, oceanography and climatology. The economic relation of each phase of the work is especially considered.

Geography 5. (C.) Commercial geography. Mr. CUSHING.

Second year. Two recitations and two hours of preparation weekly; occasionally an afternoon for the study of actual commercial units, such as harbors, railroads and industrial plants. Prerequisite, Geography 4.

An intensive study is made of the representative conditions and commodities of commerce of Salem, Boston and vicinity, with special emphasis upon their relation to geographic factors. With this as a basis, world commerce is studied with the help of numerous textbooks, general reference books, museum specimens, pictures, etc. The needs of high school pupils are considered, and courses are outlined and methods discussed to meet them.

Geography 6. (C.) Industrial geography. Mr. CUSHING.

Fourth year. Two recitations and two hours of preparation weekly, with an afternoon every third week for studying a local industry at first hand.

The course considers industries and their geographical relations; their location; source of power; character of labor; geographical destination and transportation of their finished products; and processes as far as they help explain the need of certain raw materials or indicate the need of the consumers in certain environments. A study is made of the industrial rank of nations. The course is particularly designed to prepare students to teach commercial geography in the industrial centers of New England.

HISTORY AND SOCIAL SCIENCE**History and Social Science 1. (A, B.) Problems in government and methods in teaching history and social science. Miss COOPER.**

First year. Two recitations and two hours of preparation weekly.

First half year. The social and political problems immediately before the nation to-day are emphasized by a study of the historical growth of the nation's government, local, State and national.

Second half year. A general survey of the work of the first six grades of the elementary schools in history and social science; criticism of the historical literature for children; and a consideration of the methods of teaching history and social science.

History and Social Science 2. (A.) American history and methods in teaching history and social science. Miss COOPER.

Second year. Two recitations and two hours of preparation weekly.

A survey of the subject-matter of American and related European history to broaden the student's conception of history, its aims and its methods of study. Emphasis is placed on collateral reading in order that a broader knowledge of historical literature may be gained. Stress is laid upon current questions of history to bring out more clearly the relation of the past and present. The work in the pedagogy of history, begun in the first year, is continued in this year.

History and Social Science 3. (B.) American history and methods in teaching history and social science in the intermediate school. Miss COOPER.

Second year. Two recitations and two hours of preparation weekly.

A study of early American history with related units of general history. Extended collateral reading is given to develop the student in historical methods, and the pedagogy of history for the intermediate school is begun.

History and Social Science 4. (B.) American history and methods in teaching history and social science in the intermediate school. Miss COOPER.

Third year. Four recitations and four hours of preparation weekly.

This course is designed to carry on the work of the preceding courses, making a more intensive study of certain periods of American history and government with their European background. It also includes a treatment of the methods of teaching history and social science in the seventh and eighth grades.

History and Social Science 5. (C.) Economic and industrial history of Europe. Miss COOPER.

First year. Two recitations and two hours of preparation weekly.

By a survey of the history of Europe from the eve of the Middle Ages to the present time an attempt is made to give a basis for the understanding of present social, political and economic conditions of modern States.

History and Social Science 6. (C.) Economic and industrial history of the United States. Miss COOPER.

Second year. Three recitations and three hours of preparation weekly.

Aim: to acquaint the student with the social, political and economic development of the United States during the nineteenth and twentieth centuries, and, by a detailed study of the nation's government, to bring to him a realization of the growing organization, ideals and functions of that government.

History and Social Science 7. (C.) History of modern commerce. Mr. SPROUL.

First half of fourth year. Three recitations and four hours of preparation weekly.

Aim: to promote a proper understanding of the value of commerce to national and individual life. The course includes a study of present-day tendencies in commerce and allied fields. The laboratory method is used where possible.

History and Social Science 8. (C.) Economics. Contemporary economic problems. Mr. SPROUL.

Second half of fourth year. Three recitations and four hours of preparation weekly.

A study of economics, based on present-day problems, carried on through type studies, current literature and personal investigation.

History and Social Science 9. (C.) Commercial law. Mr. SPROUL.

Fourth year. Two recitations and two and one-half hours of preparation weekly.

An inductive study of the application of the principles of justice to ordinary commercial relationships, aiming to develop a judicial habit of mind in the consideration of business affairs, and to acquaint the pupil with some of the more common requirements of business laws.

MUSIC

Music 1. (A, B.) Elementary music. Mr. ARCHIBALD.

First year. One recitation and one hour of preparation weekly.

Voice training, sight reading, ear training, and writing of symbols used to represent the time and tune of music. The subject-matter of this course is practically the work of the first six grades of the elementary school.

Music 2. (A.) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

Aim: to familiarize the students with the music work of the first six grades, and to acquaint them with the best ways of presenting the problems. The child voice, song interpretation, part singing are some of the topics discussed. Outlines of the grade work are given and teaching plans of the principal subjects are made. Melody writing as a means of illustrating the various problems is required.

Music 3. (B.) Mr. ARCHIBALD.

Second year. One recitation and one hour of preparation weekly.

In addition to the work of Music 3 is required the study of the problems developed in three and four part singing, and in the boy's changing voice and its development.

Music 4. (A, B, C.) Music appreciation and general singing.
Mr. ARCHIBALD.

Required of all members of the school. One recitation weekly throughout the course.

Programs of folk songs and dances, art songs and composers are prepared and presented by students. The Victrola and pianola are used in this work. During the year several concerts and lectures are given by people well known in the musical world. Singing of standard choruses.

EDUCATION

Education 1. (A, B.) Applied psychology and pedagogy. Mr. ALLEN.

First year. Three recitations and three hours of preparation weekly.

A study of the mind as familiar in every-day life and in the schoolroom, leading to ideas of development in body and mind, and of purposeful guidance in that development as the work of education; modes of learning discovered are applied practically to processes of teaching and management; directed observation in the training school to demonstrate processes of instruction, the planning of lessons and the reasons underlying; types of lessons, principles of class and school management, measurement, supervision, general and special aims of education. This course is planned in immediate preparation for intelligent practice teaching in the senior year and general preparation for later professional work.

Education 2. (A.) Pedagogy. Mr. PITMAN.

Second year. One recitation and two hours of preparation weekly.

General and specific aims of education; discussion of current educational problems; school administration, including classroom management; school laws of Massachusetts.

Education 3. (B.) Pedagogy. Mr. PITMAN.

Third year. Four recitations and four hours of preparation weekly.

Contemporaneous problems in elementary education; special investigations and reports; school administration.

Education 4. (C.) Elementary psychology. Miss GOLDSMITH.

Second year. Three recitations and three to four hours of preparation weekly.

The course aims to give an understanding of the fundamental laws which govern mental activity, and, by attention to the processes by means of which knowledge is obtained and formulated, to lay a foundation for the course in pedagogy.

Education 5. (C.) Pedagogy and its application in commercial teaching. Mr. SPROUL.

Fourth year. Two recitations and two hours of preparation weekly.

A course preparing for the teaching of commercial subjects; general methods and methods of teaching the special subjects, covering briefly the history, function and scope of commercial training in the high school.

Education 6. (A.) Practice teaching.

Second year. Ten weeks, thirty periods weekly.

Education 7. (B.) Practice teaching.

Second and third year. Ten weeks, thirty periods weekly.

Education 8. (C.) Practice teaching.

Fourth year. Ten weeks, thirty periods weekly.

PRACTICAL ARTS AND FINE ARTS

Practical Arts 1. (A, B.) A course dealing with simple projects in industrial arts. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Three recitations and one hour of preparation weekly.

Aims: to train teachers for the first six grades of elementary schools along practical and industrial lines; to give the ability to make, read and apply simple structural drawings and patterns; to use simple hand tools; and to apply this knowledge to other studies in the curriculum. There is frequent observation of the work in the training school, visits to shops, gardens, etc.

Fine Arts 1. (A, B.) A course in drawing, color, design and art appreciation. Mr. WHITNEY and Miss SOLOMON.

One-half of first year. Three recitations and one hour of preparation weekly.

The course is designed to create and foster a knowledge and appreciation of art. There is frequent observation of teaching and methods in the training school. The illustrative work is closely related to other studies in the curriculum. A general review of work experienced or observed in the public schools is included.

Practical Arts 2. (A.) A course dealing with elementary projects in such lines as bookbinding, pottery, weaving, etc. Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

As in the previous course the aims are: the ability to make, read and apply structural drawings and patterns to the actual construction of simple projects; the ability to teach such work in the first six grades in the elementary schools; to appreciate purpose and fitness and good structural design; and to apply these to all industrial work.

Fine Arts 2. (A.) A course in drawing, color, design, art appreciation and methods of teaching. Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

Aims: to prepare teachers for the first six grades of elementary schools and to cultivate taste and art appreciation. Courses of study are planned and methods of teaching are studied and applied in the actual work in the training school. Blackboard sketching is applied in other studies in the curriculum.

Practical Arts 3. (B.) Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

Same as Practical Arts 2, except that the course consists of more advanced projects, adapted to grades 7, 8 and 9; observation and practice in sewing, cooking, modeling and gardening for the women; and in printing, woodworking and gardening for the men.

Fine Arts 3. (B.) Mr. WHITNEY.

One-half of second year. Two recitations and two hours of preparation weekly.

This course includes harmonics of color to be applied to school projects, the interior of the schoolroom or home; plans and color schemes for flower gardens, etc.; decorative and applied design; pictorial drawing involving principles of foreshortening and convergence; picture study; nature drawing; and blackboard sketching.

Practical Arts 4. (B.) Intended to familiarize the pupil with the courses of study, methods and demands made upon teachers in the intermediate school. Mr. WHITNEY.

One-half of third year. Four recitations or shop periods and two hours of preparation weekly.

Observation and practice in mechanical drawing, bookbinding, modeling and printing. The school and home gardens are planned, drawings made to scale and the color schemes applied.

Fine Arts 4. (B.) Methods and practice for students preparing to teach in the higher grades in elementary schools. Mr. WHITNEY.

One-half of third year. Four recitations and two hours of preparation weekly.

Aims: to offer a general survey of the history of architecture, sculpture and painting; to familiarize the pupils with the work required in the higher grades along the lines of drawing, applied design, nature work, etc. The course comprises the preparation and dyeing of papers, reeds and fabrics for the work in practical arts; the making and application of good designs in form and decora-

tion; the drawing of trees, plants and details studied in the nature course; and the drawing of simple objects and groups in outline, mass and color. The major part of the course is devoted to definite school projects, methods and practice teaching.

Practical Arts 5. (A.) Gardening 1. Miss GOLDSMITH.

Second year. Comprising the work in nature study for the spring months.

Aim: to give practical experience in garden work and acquaint the student with methods and devices for carrying on school and home gardens.

Practical Arts 6. (B.) Gardening. Mr. GOLDSMITH.

A garden, comprising half an acre, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to local dealers. This garden is planted, cared for, and the products harvested and marketed, by the boys of the seventh and eighth grades.

The men of the senior class are expected to observe and direct the work.

PHYSICAL EDUCATION

Physical Education 1. (A, B.) Physical training. Miss WARREN.
First year. Three periods weekly.

This course is designed to improve the physical condition of the student. It includes plays and games and methods of teaching them, with emphasis on the learning of the games and playing them. Folk dancing and corrective exercises are important features of the work.

Physical Education 2. (A.) Physical training. Miss WARREN.
Second year. Three periods weekly.

This course aims to prepare the student to teach such exercises as may be used in the first six grades of the elementary schools, as story plays, folk dancing and both outdoor and indoor games.

Physical Education 3. (B.) Physical training. Miss WARREN.
Second year. Three periods weekly.

Teaching lessons in folk dancing and games suitable for upper grades are prepared by the students. Some time is devoted to formal gymnastic work. Opportunities to supervise groups of children in the playground and in the gymnasium and to do some corrective work are utilized.

Physical Education 4. (A.) General hygiene. Miss WARREN.
Second year. Two recitations and two hours of preparation weekly.

Discussion of methods frequently takes the place of the recitation. The teaching of hygiene in a normal school has a twofold purpose, — to help the

student to realize how he may maintain in his own body the highest possible working efficiency, and to train him to present the subject to children in such a manner as to bring about a marked improvement in their standard of health.

Physical Education 5. (B.) Hygiene and sanitation. Miss WARREN.

Third year. Two recitations and two hours of preparation weekly.

Aim: to train students to present those phases of hygiene and sanitation which can best be understood by pupils in the upper grammar grades. Emphasis is placed upon public health problems, as milk and water supply, housing, sewage disposal and infectious diseases. Attention is also given to the intelligent treatment of emergency cases.

Physical Education 6. (C.) Personal hygiene. Miss WARREN.

First year. One recitation and one and one-half hours of preparation weekly.

The purpose of the course is to aid the student to form right habits of living, and to furnish accurate knowledge of social hygiene, including personal, family, city, State and industrial hygiene.

PRACTICAL SCIENCE

Practical Science 1. (A.) Nature study. Miss GOLDSMITH.

Second year. Four recitations and four to six hours of preparation weekly.

Occasional papers. Laboratory work given in place of regular preparation or recitation at the discretion of the instructor. The course aims to give a general training in the fundamentals of biological science and methods of teaching general nature study material in the grades.

Practical Science 2. (A, B.) Mr. WHITMAN.

Second year. Two recitations and two hours of preparation weekly.

Consideration is given to science questions of the home, school, public utilities, manufactures, trades and arts which come within the range of the student's experience. The course is intended to afford a broad outlook over the field of general science, and an insight into the ways in which science is useful to man. The project method is employed as far as practicable. Excursions to show practical applications in the arts and industries occur frequently.

Practical Science 3. (B.) Mr. WHITMAN.

Third year. Two recitations and two hours of preparation weekly.

This course is chiefly of a professional nature. It deals with the place of science in the curriculum of the intermediate school. Outline courses for the seventh and eighth grades will be prepared and tested in the training school and in other schools with which the normal school is affiliated. The biological side

of science will receive some attention, but the chief aim of the course is to find for the physical sciences the same useful place in the grades that has already been established for nature study.

Practical Science 4. (C.) Mr. WHITMAN.

First year. Two recitations and two hours of preparation weekly.

A study of general science in its relations to the arts and industries, particularly those within the immediate environment of the students. Frequent excursions, investigations and reports. The course is closely related to that in industrial geography.

SHORTHAND

Shorthand 1. (C.) Benn Pitman. Introductory course. Miss ROLLINSON.

First year. Four recitations and five hours of preparation weekly.

Principles of the system are mastered, keeping the professional side in view, and a fair amount of speed in new matter is acquired.

Shorthand 2. (C.) Benn Pitman. Intermediate course. Miss ROLLINSON.

Second year. Three recitations and four hours of preparation weekly.

Principles are reviewed thoroughly, speed work is continued, and classics, which are written in shorthand, are read and studied.

Shorthand 3. (C.) Benn Pitman. Methods course. Miss ROLLINSON.

Fourth year. Three recitations and four hours of preparation weekly.

Aim: to present the best methods of teaching shorthand. This includes a study of pedagogical works on the subject of shorthand, observation teaching, plan work and training. Comparison of texts and systems also enters into this course.

Shorthand 4. (C.) Benn Pitman. Miss MORSE. For special students who are admitted to a one-year course. Five recitations and eight hours of preparation weekly.

A brief but comprehensive course in the Benn Pitman system, including a thorough training in the principles of the system, together with parallel discussions of the methods to be employed in their presentation.

Shorthand 5. (C.) Gregg. Miss ROLLINSON. Elective for students who have already completed a course in Gregg shorthand.

One recitation and one and one-half hours of preparation weekly. The course consists of a review of principles with the professional idea in mind, speed dictation and method work.

TYPEWRITING

Typewriting 1. (C.) Foundation course for beginners. Miss MORSE.

First year. Five laboratory periods weekly.

Aim: to make of each student an accurate touch operator, at the same time acquainting him with the fundamentals of letter-writing. Simple accuracy tests are held during the second half year.

Typewriting 2. (C.) Advanced course. Miss MORSE.

Second year. Three laboratory periods and one-half hour of preparation weekly.

The work of this course supplements that of Typewriting 1, emphasis being laid on speed as well as accuracy in work done. Accuracy and speed tests are held throughout the year.

Note. — The speed tests given are the regular award tests offered by the different typewriter companies, and students passing them receive certificates or medals.

Typewriting 3. (C.) Methods course. Miss MORSE.

Fourth year. Three periods, recitation and laboratory, and two hours of preparation weekly.

This course discusses the work of Typewriting 1 and Typewriting 2 from the professional viewpoint. General methods are considered, textbooks are examined and criticized, courses of study, adapted to different groups of students, are planned.

Typewriting 4. (C.) Miss MORSE.

For special students who are admitted to a one-year course. Five periods, laboratory and recitation, and two to three hours of preparation during the second half-year.

This course covers the work of Typewriting 1, 2 and 3, and is so planned as to make it possible for either a beginner or an advanced student to complete the required amount of work in one year.

BOOKKEEPING

Bookkeeping 1. (C.) Introductory course. Miss ROLLINSON.

First year. Two recitations and three hours of preparation weekly. (Taken in conjunction with Bookkeeping 1a).

Aim: to teach elementary principles and bookkeeping routine.

Bookkeeping 1a. (C.) Principles of accounts. Mr. SPROUL.

First year. One recitation and one and one-half hours of preparation weekly (taken in conjunction with Bookkeeping 1).

The course develops the principles of debit and credit, various expedients for recording transactions, theory and purpose of the account, and instructs the pupil in the formulation of the usual business statements.

Bookkeeping 2. (C.) Advanced course. Mr. SPROUL.

Second year. Three recitations and four and one-half hours of preparation weekly.

Special attention is given to principles underlying the construction of accounts and their classifications, and the preparation and interpretation of business statements to show condition and progress of the business. The application of accounts to varied lines of work undertaken, elements of cost accounting and variations due to form of organization are studied.

Bookkeeping 3. (C.) Elementary accounting. Mr. SPROUL.

Fourth year. Three recitations and four and one-half hours of preparation weekly.

Comprehensive study of balance sheets and statements of various kinds; detailed consideration of assets and liabilities, depreciation, reserves, surplus, capital and revenue expenditures, statements of affairs, deficiency account, realization and liquidation statements; also, study of accounts of nontrading concerns, as societies, clubs, etc. The course closes with instruction in methods of teaching bookkeeping in high schools.

Bookkeeping 4. (C.) Elementary bookkeeping and methods of teaching. Miss ROLLINSON.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4a).

A course combining instruction in bookkeeping principles and practice with instruction in methods of presentation in high schools.

Bookkeeping 4a. (C.) Theory of accounts. Mr. SPROUL.

For special students who are admitted to a one-year course. Two recitations and two hours of preparation weekly (taken in conjunction with Bookkeeping 4).

Similar to Bookkeeping 1a, but the maturity of the pupil and additional time permit of more extended and comprehensive work.

LECTURES AND CONCERTS

The following lectures and concerts have been given at the school since the issue of the last catalogue: —

Social Phases of School Work	Dr. George D. Strayer
The Manual Arts in Social Service Work	Alvin E. Dodd
Memorial Day address: The Battle Summer	Alfred S. Roe
Graduation address: Education, Modernly Speaking	Dr. George H. Martin
The Place of Civics in the Curriculum	H. A. Nightingale
Teaching to Teach	Dr. A. E. Winship
The Promotion of Temperance	Warren P. Landers
Reading: Dr. Jekyll and Mr. Hyde	John Duxbury
India and the Far East	Charles S. Crosman
Lincoln Day program: readings	Judge Alden P. White
Opera talks	Havrah W. L. Hubbard
<i>Madam Butterfly</i>	
<i>La Bohème</i>	
<i>Lohengrin</i>	
<i>Tannhauser</i>	
Concert	Mendelssohn String Quartet
Concert	Durell String Quartet
Concert	Myrtle Jordan Trio
Pianoforte recital	Pemberton Whitney
Concert	Lotus Quartet

THE ART CLUB

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.

THE MUSICAL CLUBS

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders. They will not withhold advice, admonition and reproof, if needed; but their relations in these respects are usually with individuals instead of with classes, and are of the most helpful and generous nature. Those students who, after full and patient trial, are found unable to exercise self-control and unworthy of confidence, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who through no fault of their own, but in consequence of conspicuous inaptitude, or physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each division of the senior, middle and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Regulations

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than a single day should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

2. Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

3. Any property of the school which is lost or seriously injured by students must be paid for by them.

4. Although the school has no dormitories, it recommends to students who are to live away from their homes several houses in Salem where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Board of Education: They receive no boarders other than students and instructors of the normal school; the same house does not receive both men and women students; the number of students in any one house is limited to the family group of eight.

All students who board away from their homes during their membership in the school are required to live in the houses recommended by the school. Exceptions to this rule may be made for those whose parents wish them to live with relatives or personal friends, but in such cases the parents must inform the principal of the school of the circumstances, in writing, and receive his approval. No change in boarding place may be made by any student without the previous consent of the principal.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven to nine-thirty in the evening should be observed as a period of study.

Except under unusual conditions, lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house for an evening they should inform their landladies of their plans.

Those who receive our students into their homes must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers in charge of a dormitory. They are therefore expected to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Expenses, Aid, Loan Funds

Expenses. — Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of \$50 per year, of which sum one-half is due September 9 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. The expense of board for two students rooming together, within easy distance of the school, is from \$5.50 each per week upward.

School Restaurant. — A restaurant is maintained in the building, in which is served at noon each school day a good variety of wholesome and attractive food at very reasonable prices.

State Aid. — To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half year of attendance at the school.

Loan Funds. — Through the generosity of members of the faculty and graduates of the school several funds have been

established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than seventy per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of \$150, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the buildings and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony.

During the summer vacation some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is

believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and ninety-two assistant teachers. The development of the practice schools began in 1897, and with them fifty-five persons have been connected as teachers. Twenty teachers are now required in the normal school and nine in the training schools.

Nearly sixty-seven hundred students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston

& Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1914 = 1915

Graduates, — Class XCIX, — June 16, 1914

ELEMENTARY DEPARTMENT

Allen, Amelia Southworth	Lynn
Allen, Katharine	Malden
Aylward, Mary Ella	Salem
Beattie, Margaret	Somerville
Benjamin, Lea Josephine	Beverly
Bessom, Rachel Ursula	Lynn
Bray, Helen Crosby	Beverly
Bresnahan, Nora Veronica	Lynn
Bridge, Mary	Wakefield
Burnham, Elizabeth	Essex
Cairnes, Charlotte Margaret	Cambridge
Callahan, Esther Marie	Lynn
Campbell, Lorena King	East Lynn
Canfield, Anna Rose	Somerville
Carr, Florence Cowdrey	Stoneham
Cashman, Mary Theresa	North Cambridge
Caulfield, Helen Frances	Salem
Clausmeyer, Helen Louise	West Roxbury
Cody, Margaret Ellen	Peabody
Coffey, Mary Agnes	Medford
Cohen, Annie	Dorchester
Cohn, Dorothy Reva	Malden
Colcord, Elizabeth Jacobs	Melrose
Commins, Lillian Frances	Somerville
Condon, Elizabeth Anne	Salem
Connor, Madeline Elizabeth	Medford
Convery, Mary Ellen	Everett
Cotton, Rachel Ethridge	Malden
Cowden, Esther Brownell	Amesbury
Cox, Adeline Elizabeth	Dorchester

Curley, Teresa Mary	Marblehead
Currier, Ethel May	North Andover
Dalton, Grace Elizabeth	North Cambridge
Del Gratta, Celia	West Everett
Dennehey, Mary Anne	Beverly
Dolan, Ada Vincentia	Medford
Dugmore, Ethel Frances	Medford
Ellis, Annie Louise	Peabody
FitzGerald, Lucy Agnes	Charlestown
Fletcher, Julia Esther	Malden
Fogg, Helen May	Methuen
Freeto, Elsie Warren	Marblehead
Galvin, Kathleen Matilda	Malden
Glines, Ruth Marguerite	Beverly
Godfrey, Rose Anna	Salem
Goldman, Ida Josephine	Salem
Goldsmith, Josephine Mildred	Dorchester
Hall, Adeline Frances	Wakefield
Hanley, Esther Marie	Belmont
Hanlon, Nellie Louise	Salem
Harrington, Alice Agnes	North Cambridge
Hay, Isabel Nelson	Lynn
Healey, Edythe Alana	Lynn
Hedberg, Hildegard Beatrice	Malden
Henderson, Helen Esther	Roxbury
Higgins, Mary Alice	Lynn
Huntington, Flora Evelyn	Newburyport
Jeffs, Ruth Evelyn	Salem
Killion, Crescentia Madeline	Malden
Larcom, Lucy Marshall	Beverly
Learoyd, Helen	Danvers
Locke, Edna	Salem
Loring, Annie Gladys	Groveland
Lufkin, Ruth Louise	Gloucester
Lundgren, Eleanor Marie	Somerville
Lyness, Mary Grace	Lynn
MacKay, Gladys Marjorie	Clifftondale
MacKinnon, Lillah May	Newburyport
McCauley, Emma Frances	Salem
McElroy, Mary Teresa	Peabody
McGlone, Mary Louise	Peabody

McNally, Alice	Roxbury
Monaghan, Rose Ella	Salem
Morris, Mildred Bartlett	Siasconset
Murphy, Catherine Louise	Lynn
Murphy, Catherine Theresa	North Cambridge
Murray, Margaret Teresa	Beverly Farms
Nelson, Esther Ethel	Lynnfield Centre
Noble, Grace Lambert	Beverly
Nolan, Mary Frances	Dorchester
O'Brien, Helen Marie	Malden
O'Connor, Mary Angela	Cambridge
O'Grady, Mary Elizabeth	Salem
O'Keefe, Marie Louise	Salem
O'Loughlin, Mary Emma	Malden
Palmer, Jennie Carolyn	Winthrop
Payne, Elizabeth Perkins	Wakefield
Prime, Charlotte Katherine	Rowley
Randall, Mildred Frances	Amesbury
Reid, Bertha	North Reading
Riggs, Daisy May	Gloucester
Riordan, Julia May	Somerville
Rose, Anna Dorothy	Medford
Sands, Ethel May	Amesbury
Sawyer, Frances Arline	Lynn
Smith, Mae Ethel	Amesbury
Smith, Hettie Christina	Exeter, N. H.
Stetefeld, Marguerite Catherine Elizabeth	Somerville
Stetson, Harriette Endicott	Georgetown
St. Pierre, Eliza Mary	Salem
Strandal, Hannah Christine	Pigeon Cove
Tenneson, Sadie Mathilda	Arlington Heights
Townsend, Henrietta	Manchester
Tuttle, Abbie Frances	Sanbornville, N. H.
Twombly, May Abby	Groveland
Walsh, Anna Rose	Somerville
Webster, Marion Pearson	Newburyport
Welsh, Josephine Elizabeth	Malden
Whelpley, Blanche Lottie	Arlington Heights
Woolley, Rose Mary	West Lynn.
Wright, Ivy Lou	Peabody

INTERMEDIATE DEPARTMENT

George, Ida May	Malden
Hourihan, Nellie Veronica	Marblehead
Parsons, Helen Gaffney	Pigeon Cove
Ward, Mary Grace	Marblehead

COMMERCIAL DEPARTMENT

Three Years

Campbell, Mildred Ward	Middleton
Carter, Ruth Hixon	Winchendon
Chase, Lenox Elspeth	Amesbury
Coman, Clara Louise	Putnam, Conn.
Cromwell, Marion Judson	Chelsea
Hatch, Pearl Catherine	Middleton
Hutchinson, Myron Robin	Salem
Johnson, Hazeltine Robinson	Peabody
Kelly, Marion	Everett
Lamb, Emma Jennie	Orange
McLaughlin, Sarah Jane	Nahant
Moriarty, Marion Agnes	Danvers
Mulally, Loretta Marion	Danvers
Parziale, Anna Cecelia	Chelsea
Poland, Emma	Nahant
Rankin, Austin Mäder	Beverly
Richards, Edmund Francis	Peabody
Smith, Faustina Elma	Newburyport
Vaile, Margaret Helen	Danvers
Williams, Georgiana	East Wenham

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Department

Moody, Pauline Frances	Lynn
Randall, Beatrice Asenath	Cambridge

Commercial Department

Hinckley, Clara Louise	Boston
Hood, Mildred, A.B.	Brighton
Jones, Eva Alberta Martha	Salem
McSweeny, Grace Catherine	Pittsfield
Renfrew, Marion, A.B.	Dorchester

CERTIFICATE FOR TWO YEARS' WORK

Commercial Department

Hall, Annie	Waltham
Olson, Charles Clarence	Revere

The Elementary Department

SENIOR CLASS

Adams, Lydia Osgood	Pittsfield, N. H.
Adams, Rachel Webster	Pittsfield, N. H.
Anderson, Helen Natalie	Everett
Ashby, Dorothy Rogers	Salem
Babson, Anna Sanborn	Pigeon Cove
Bartlett, Elizabeth Phillips	Revere
Bassett, Elsa Lavinia	North Andover
Bateman, Jessie Hale	Georgetown
Boyd, Lillian Maude	Chelsea
Breslasky, Bessie	Dorchester
Bryant, Agnes Lee	Winthrop
Buchanan, Mary	Chelsea
Burbank, Marguerite Elizabeth	Amesbury
Burns, Julia Hilda	Gloucester
Burreby, Genevieve Laurretta	Peabody
Bursey, Grace Mae	Chelsea
Byron, Eleanor Marie	Peabody
Canning, Marion Louise	Lynn
Chouinard, Amelia Victoria	Salem
Cochrane, Frances Agnes	Salem
Coffin, Anna Burroughs	Marblehead
Collins, Alice Winifred	Charlestown
Coyle, Ruperta Margaret	Wilder, Vt.
Cressy, Helen Butler	Beverly
Cummings, Elizabeth Mary	Salem
Cunningham, Elinor	West Somerville
Curry, Agnes Dolan	East Lynn
D'Entremont, Mary Ursula	Essex
Donaghue, Alice Eunice	Boston
Donovan, Alice Marie	Salem
Donovan, Helen Winifred	Salem
Driscoll, Helen Frances	Salem
Driscoll, Timothy John	North Andover

Durgin, Alice Townsend	Swampscott
Elliott, Olive Cressy	Beverly
Epstein, Ethel Rhoda	Dorchester
Everson, Mildred Frances	Saugus
Fallon, Ethel Mary	South Boston
Farr, Helen Margaret	Somerville
Farrell, Catharine Irene	Salem
Farrell, Esther	Chelsea
Fitzgerald, Anna Marie	Cambridge
Galasso, Eva Victoria	Boston
Gelavitz, Sophia	Malden
Gibbs, Helen Pauline	Danvers
Grant, Mary Elizabeth	Merrimac
Griffin, Alice May	Peabody
Gross, Ethel Mae	Somerville
Haggett, Mary Louisa	South Boston
Hames, Florence Emma	Chelsea
Harnden, Dorothy Stacey	Lynn
Harrington, Anna Mabel	North Cambridge
Harris, Ruth Churchill	Chelsea
Hatch, Esther	Chelsea
Hedberg, Agnes Helena	Malden
Hill, Marion Ruth	Lynn
Hines, Ruth Gladys	Beverly
Hyland, Marion Adelaide	Everett
Igo, Ruth Frances	Cambridge
Innis, Mae Marguerite	West Somerville
Jordan, Helen Rose	Beverly
Kalker, Dorothy	Malden
Kalunian, Mary	Cambridge
Kane, Collette Angela	Somerville
Kaplan, Frances	Boston
Keating, Agnes Mary	Somerville
Kelly, Teresa Elizabeth	South Groveland
Laffey, Mary Alma	Cambridge
Leahy, Katharine Frances	North Cambridge
Lewis, Marion Frances	Kittery, Me.
Littlefield, Abbie May	East Lynn
Lorentzen, Laura	Gloucester
Loschi, Margaret	East Boston
Lovette, Maud Estella Frances	Everett

Lowe, Anna Austin	East Lynn
Lundgren, Dorothy Louise	Somerville
Lyman, Carrie May	Methuen
Lynch, Anna Gertrude	South Boston
Lynch, Julia Frances	Peabody
Macadam, Charlotte Muriel	Dorchester
Magner, Alice Evelyn	Salem
Mahoney, Mary Alice	Cambridge
Malone, Odessa Marion	Chelsea
Manley, Helen Gertrude	Medford
Marr, Helen Worcester	Newburyport
Martin, Jessie Campbell	Swampscott
McCann, Elizabeth Mary	Cambridge
McCarthy, Mary Clare	North Andover
McElroy, Helen Elizabeth	Peabody
McGrail, Mary Theresa	North Andover
McKenna, Mary Louise	Somerville
McLean, Mary Elizabeth	Roxbury
McNally, Genevieve Elizabeth	Andover
Misite, Adelina Gertrude	South Boston
Murdock, Rose Estelle	Chelsea
Murphy, Mary Josephine	Cambridge
Neales, Helen Neales	Chelsea
Nelson, Sinius Joseph	Gloucester
Neville, Azella Marie	Salem
O'Connor, Helen Neilan	Revere
Parker, Eleanor Agnes	Malden
Patriquin, Marion Elizabeth	Lynn
Pearson, Anna Maria	Winthrop
Peebles, Fernald	Winthrop
Perry, Dorothy	Lynn
Pingree, Eleanor	South Hamilton
Porter, Marjorie Whitcomb	Swampscott
Prescott, Edith Gertrude	Salem
Prescott, Sara Beatrice	Cliftondale
Quinlan, Helen Gertrude	Reading
Roberts, Mildred Elinor	Hyde Park
Rock, Mary Theresa	Chelsea
Ryan, Sabina Margaret	Marblehead
Sailer, Ethel May	Lynn
della Sala, Elenora Bianca	Chelsea

Scheib, Ida Emilie	Arlington Heights
Schroeder, Florence Wilhelmina	Somerville
Sewell, Alta Marie	Lynn
Simpson, Beatrice Alethea	East Lynn
Smith, Inez Evelyn	Rowley
Spinney, Sibyl Iona	Chelsea
Stamper, Lucy Elliot	Salem
Stevens, Irene	Newburyport
Sullivan, Alice Marie	Dorchester
Sullivan, Eleanor Josephine	West Lynn
Sweezey, Olive Lora	Franklin Park
Sweezey, Rena Vivian	Franklin Park
Talbot, Mary Elizabeth	West Lynn
Tarbox, Pauline Elizabeth	Malden
Thacher, Olive Wilson	Beverly
Torngren, Lillie Tekla Alfreda	Beverly
Wade, Mary Foster	Ipswich
Walden, Ola Belle Susie	Roxbury
Wedger, Mildred	Chelsea
Wheaton, Edith Gertrude	Malden
Wiley, Mabel Charlotte	Saugus
Wiley, Ruth	Wakefield
Wood, Marion Isabel	Cambridge
Woodward, Rowena May	Amesbury

SPECIAL STUDENTS, ONE-YEAR COURSE

Anderson, Ethel Bernhardina	Portsmouth, N. H.
Chisholm, Marion Belle	Salem
Ham, Harriet Priscilla	Swampscott
Vigneron, John Francis	Cambridge

The Intermediate Department

SENIOR CLASS

Broughton, Anna Margaret	Cambridge
Campbell, Adaline Catherine	Revere
Collins, Mary Hayden	Everett
Dennehy, Mary Anne	Beverly
Eliason, Amelia Florence	Gloucester
Fitts, Eva May	North Reading

Hall, Adeline Frances	Wakefield
Kinsman, Clarice Hesson	East Lynn
Locke, Alice Merrill	Salem
MacKnight, Carolyn Martina	Revere
Moore, Gladys Emma	Franklin Park
O'Grady, Mary Elizabeth ¹	Salem
O'Keefe, Marie Louise ¹	Salem
Oram, Lillian May	Lynnfield
Parsons, Ruth Isabel	Gloucester
Payne, Elizabeth Perkins	Wakefield
Raymond, Lydia	Essex
Roche, Marion Thecla	Salem

MIDDLE YEAR CLASS

Driver, Daisy Belle	North Andover
Hogan, Charles Emerson	Salem
McIntire, Mary Margaret	Salem
Perkins, Ruth Adele	Melrose Highlands
Romkey, Alice Blanche	Winchester
Turner, Gilbert West	Salem
Turner, Mary Evelyn	Lynn
White, Richard James, Jr.	Lynn

Elementary and Intermediate Departments

JUNIOR CLASS

Adams, Marion Eva	Melrose Highlands
Anderson, Helen Margaret	Gloucester
Anderson, Lucy Margaret ¹	North Beverly
Archer, Ethel Madeleine	Ipswich
Babson, Clara Amy	Pigeon Cove
Berry, Anna Lavinia	Salem
Best, Dorothy Marion	Roxbury
Billings, Esther Marie	Peabody
Björkman, Lennart August William	Lynn
Blanchard, Ruth Washburn	Danvers
Bowen, Gertrude Elvesta	West Medford
Bowen, Susie Frances	Ipswich
Brown, Martha Delia ¹	Hampton Falls, N. H.
Buckle, Pauline Alice	Beverly

¹ Was a member of the school less than three months.

Buckley, Johanna Beatrice	Charlestown
Bucknam, Stella Gertrude	West Somerville
Bumpus, Velma Claire	Turner, Me.
Burke, Katharine Ledevine	Lynn
Burnham, Ida Gordon ¹	Gloucester
Byrne, Katherine De Chantal	Salem
Cahill, Thomas Henry	Salem
Callahan, Katherine Frances	Lynn
Cameron, Margaret Arvilla	Lynn
Clough, Madeleine Louise	Stoneham
Cogswell, Edith Story	Essex
Coll, Anna Josephine	Somerville
Condon, Margaret Bernadette	Charlestown
Coombs, Marion Gladys ¹	Clifftondale
Corkum, Marigold Linda Alberta	Chelsea
Cunningham, Josephine Ellen	Salem
Daly, Joanna Teresa	Salem
Damon, Mildred Lane	Salem
Davol, Marion Eliza	Malden
Desmond, Margaret Ellen	Beverly
Donnelly, Marion Josephine	Somerville
Doyle, Ethel Mary	Lynn
Driscoll, Bernadette Ursula	Malden
Dunham, Marian Evelyn	Danvers
Eagan, Frances Claire	Lynn
Eberling, Agnes Emma	Lynn
Elliott, Iola Mae	Stoneham
Evans, Edna Smith	Salem
Evans, Eunice Isabell	Newburyport
Fenning, Ethel Mae	Lynn
Ferguson, Margaret	Newton Centre
Ferry, Esther Elizabeth	Cambridge
Flynn, Helen Frances	Peabody
Foley, Marguerita Redmond	Dorchester
Friend, Annie Ellery	Gloucester
Fullerton, Marion	Saugus
Galvin, Marie Agnes	Lynn
Grant, Helene Bailey	Cambridge
Gurvin, Mary Theresa	Somerville
Hale, Mildred Louise	Salem

¹ Was a member of the school less than three months.

Hall, Dorothy Beryl	West Lynn
Harrison, Alice Lorette	Lynn
Haynes, Zelpha Louise	Amesbury
Hellstrom, Emma Catherine	West Lynn
Hennessy, Katherine Helen	Lexington
Henry, Julia Agnes	Chelsea
Hill, Malvina Harriet	Newburyport
Hopkinson, Sarah Ella	Groveland
Horton, Anna Estelle	Wakefield
Horton, Marvel Lillian ¹	Malden
Hubon, Charles Wilson	Salem
Hurley, Mary Helen	Malden
Jackman, LeRoy Williams	Newburyport
Jordan, Olive Madeline	Lynn
Jurman, Bessie Jessie	East Boston
Keeley, Teresa Elizabeth	Beverly
Kennedy, Anna May	West Lynn
Kennedy, Sadie Isabelle ¹	Gloucester
Keith, Mary	Marblehead
Knowlton, Marion Isabel	New London, N. H.
Lakin, Florence May	Melrose
Lee, Isabelle Lawrenson ¹	Melrose
Leddy, Evelyn Frances	Cambridge
Long, Sarah Jane	Cliftondale
Lund, May	Beverly
MacDonnell, Mary Helen	Lynn
MacIver, Helen	Essex
Maguire, Gertrude Beatrice	Cambridge
Malone, Mabelle Frances	East Lynn
Mansfield, Sadie Elizabeth	Lynn
McCully, Anna Elizabeth	Somerville
McKenna, Margaret Elizabeth	Salem
McMahon, Lillian Marie	Salem
McMannus, Jeannette Marie	Lynn
McNiff, Ida Edwidge	North Andover
Miller, Isabella Gertrude	Amesbury
Millett, Harold Joseph	Salem
Mulligan, Louise Elizabeth	Salem
Murray, Agnes De Ming ¹	Gloucester
Murray, Mary Helena	Prides Crossing

¹ Was a member of the school less than three months.

Nelson, Inez Aurora	Gloucester
Newball, Martha Louise	Lynn
Nilsson, Anna Eleonora	Malden
Nolan, Alice Genevieve	Somerville
Nolan, Mary Alice	Newburyport
O'Keefe, Mary Rose	Cambridge
O'Shea, Marguerite Lorrette	Lynn
Parsons, Esther May	Gloucester
Patten, Ethel Mildred	Melrose Highlands.
Patten, Maude Frances	Medford
Patterson, Alice Mae Lewis	Somerville
Paul, Elizabeth Averill	North Andover
Pinkert, Edna Lois	Malden
Power, Elizabeth Frances	Lynn
Quillen, Anna Whelton	Reading
Ramsburg, Helen	Somersworth, N.H.
Ratti, Isolena Celia	Pigeon Cove
Reardon, Mary Veronica	North Andover
Rice, Sarah	Boston
Riggs, Alice Gertrude	South Essex
Rimmer, Florence Ruth ¹	Malden
Roache, Christine Lillian	Lynn
Roads, Evelyn Lindsey	Marblehead
Robinson, Edith Maxwell	Melrose
Roby, Esther Marion	Salem
Rogers, Mary Frances	Dorchester
Rutherford, Carita Gordon	Salem
Ryder, Anna Greene	Marblehead
Sargent, Katherine Louise	North Andover
Segal, Lillian	East Boston
Seymour, Mary Cecelia Welch	Methuen
Simmons, May Miller ¹	Malden
Smith, Azella May	Gloucester
Spencer, Mary Elizabeth	Malden
Stickney, Stephen Arthur	Peabody
Story, Marion Letitia	Salem
Symonds, Mary Putnam	Lynn
Tassinari, Ada Catherine	Somerville
Terrill, Irene Carleton Meserve	Lynn
Tewksbury, Ruth Skilling	Lawrence

¹ Was a member of the school less than three months.

Thomson, Alexander	Everett
Thureson, Louise Elenora	South Boston
Townsend, Ethel	Manchester
True, Emma Louise	Salisbury
Vickerson, Bernice Helena	Malden
Virchow, Elfrieda Augusta	Waverley
Voorneveld, Katie Fenton ¹	Beverly Cove
Walker, Hester Ashton	Wakefield
Walton, Effie Beatrice	Salem
Weston, Helen	Essex
Whittier, Margaret Elizabeth	Reading
Wilde, Bertha Hilma	North Andover
Winn, Sarah Ethel	Methuen

Commercial Department

SENIOR CLASS

Adams, Persis Florence	Franklin
Badger, Marie	Framingham
Barrett, William Francois	Lowell
Currier, Ruth Harriet	Newburyport
Donovan, Alice Elizabeth	Wakefield
Hiatt, Ruth Frances	Malden
Knowlton, Elsie Olive	Pigeon Cove
Levine, Rosa	Dorchester
Lind, Inez Elizabeth	Malden
Mangan, Lucy May	Pittsfield
Mansfield, Ruby Blanche	Reading
Martin, Alice Leona	Malden
McDonald, Beatrice Magdeline	Cambridge
McGill, Frances Catherine	Pittsfield
O'Rourke, Charles Philip	Peabody
Phelps, Ethelind Mary	Lynn
Reed, Lois Jane	Everett
Rigby, Alice Nathalie	Melrose
Shields, Hazel Dean	Melrose
de Sloovere, Teresa	Webster
Turner, Andreas Wesley Sproule	Lynn
Waitt, Viola	Malden

¹ Was a member of the school less than three months.

SPECIAL STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Butler, Hazel Belle	Hingham
Lynch, Rosamond Frances Ursula	Danvers

SPECIAL STUDENTS, ONE-YEAR COURSE

Barbour, Maude Lyda	Nashua, N. H.
Lawrence, Grace Irene	Leominster
Lindsay, Amy Blaney	Amherst
Ostergren, Fred V. ¹	Dorchester
Robinson, Helen Mae	South Boston

MIDDLE YEAR CLASS

Bresee, Clarence Douglas	Dorchester
Burke, Joseph Michael	Lynn
Callaghan, Margaret Agatha	North Easton
Donovan, Kathleen Elizabeth	Newburyport
Elliott, Nettie Edna	Stoneham
Harris, Marjorie Linda ¹	Melrose
Holland, Katherine Elizabeth	Charlestown
Horan, Mary Gertrude	Hamilton
King, Georgiana	North Attleborough
Lisk, Agnes Anna	Smiths
McCarthy, Alice Rita	Ayer
Millard, Leslie Cooper	Ipswich
Parks, Walter Everett	Gloucester
Potter, Mae Alice	Newburyport
Ross, Gertrude Margaret	Salem
Stanton, Sturgis Towne	Beverly
Stuart, Mae Claire	Newton
Taggart, Gwendolyn Eva	West Rindge, N. H.
Tenney, Constance Mary	West Newton
Winchester, Elizabeth Billings	Peabody

SPECIAL STUDENTS IN FIRST YEAR OF TWO-YEAR COURSE

Bolton, Anna Clothilde	Lowell
Bresee, David Holmes	Dorchester
Crosier, Bertha Rose	Fitchburg
Garland, John Lincoln	Salem

¹ Was a member of the school less than three months.

Hebart, Helena Madeline	Easthampton
Leavitt, Arthur William	Concord Junction
Macdonald, John G. ¹	Everett
Sullivan, Mary Jane	Dalton
Wooding, Ruby Philenia	Wallingford, Conn.

JUNIOR CLASS

Allston, Henrietta Knowlton	Cliftondale
Boswell, Mae Gertrude	Beverly
Campbell, Emily Margaret	Charlestown
Cohen, Libby Julia	Dorchester
Cohn, Lillian Belle	Malden
Collins, Sadie Loretta	Pittsfield
Corner, Doris Gulash	Lowell
Decker, Harriet Frances	Foxborough
Friend, Ruth Cole	Gloucester
Gill, James Albert Joseph	Charlestown
Goodell, John Francis, Jr.	Peabody
Goodwin, Ruth Childs	Swampscott
Hanscom, Lucy Densmore	Wakefield
Harrington, Teresa Elizabeth	Salem
Harvey, Gilman Clifton	Annisquam
Haskins, Anna Gertrude	Pittsfield
Holmes, Walter D. ¹	Chelsea
Kenney, Berniece Bailey ¹	Lynn
Kent, Edith Marion ¹	Essex
Killion, Mary Bernadette	Westwood
Law, Elizabeth	Foxborough
Lurie, Florence Libbie	Boston
McGrath, Katherine Isabel	Marblehead
Merrithew, Maude Evelyn	Cliftondale
Pendleton, Dorothy Ivalor	Haverhill
Poor, Jessie Elizabeth	Petersham
Ronan, John Clifford	Newburyport
Sawyer, Hortense Elizabeth	Ayer
Schein, Ethel Sarah	Chelsea
Tufts, Doris Marie	Malden
Walker, Alvine Clara	Gardner

¹ Was a member of the school less than three months.

Summary

Students of the elementary and intermediate departments . . .	312
Special students, elementary department	4
Students of the commercial department	73
Special students, commercial department	16
	405
Whole number of students from opening of school . . .	6,657
Whole number of graduates	3,558
Number of certificates for special course of one or two years .	135

